

# THE MANAGEMENT OF PRINCIPAL ACADEMIC SUPERVISION TO IMPROVE TEACHER COMPETENCE IN IMPLEMENTING MERDEKA CURRICULUM AT THE SEKOLAH PENGGERAK

(Descriptive Qualitative Study at SMPN 2 Garut and SMPN 1 Cibalong Garut Regency)

### Cucu Suwandana; Hanafiah Hanafiah; Ahmad Khori; Nandang Koswara

Universitas Islam Nusantara, Bandung, Indonesia

### **ABSTRACT**

This research is motivated by the phenomenon of the emergence of a gap between the demands of implementing the merdeka curriculum and the still low competence of teachers, while on the other hand, the function of academic supervision in improving teacher competence has not been optimal. This research is based on Terry's management theory, Wiles' supervision theory, Farmer's supervision model, Spancer's competency theory, and Ki Hajar Dewantara's merdeka curriculum theory. The approach used is qualitative descriptive with a case research method, while the data collection techniques include observation, interviews, documentation studies, and triangulation. The research outcomes indicate: (1) the academic supervision planning of the school principal to improve teacher competence in implementing the independent curriculum is formulated based on G.R. Terry's planning and is aligned with Data-Based Planning (PBD) policies; (2) the organization of academic supervision is carried out based on G.R. Terry's organization, which is in line with the policy of utilizing the school's seven assets in school development; (3) the implementation of academic supervision is in accordance with a plan based on Sanusi's six life value systems; (4) the evaluation of academic supervision is consistent with G.R. Terry's evaluation theory; (5) the problems of academic supervision by the school principal are well identified; (6) the solutions to academic supervision problems are highly effective in anticipating the issues faced and are aligned with the concept of IRB (Identification, Reflection, and Improvement). Based on the research outcomes, the academic supervision management by the school principal is capable of enhancing teacher competence in implementing the merdeka curriculum in the flagship schools..

Keywords: Management, supervision, competence, implementation, merdeka curriculum.

**INTRODUCTION**The quality of education in Indonesia is still very concerning. This is because it has experienced a long learning crisis exacerbated by the COVID-19 pandemic, which has resulted in a lot of learning loss. The low quality of education is reflected in the results of the VISA study, which shows that 70% of 15-year-old students are below the minimum competency in understanding simple reading or applying basic mathematical concepts. The low quality of education, as shown above, refers to an implication of the low quality of teachers or educators who are the spearhead in carrying out a quality learning process.

The Ministry of Education and Culture 2020 released the results of the Teacher Competency Test (UKG). It was carried out in 2019 with a minimum completeness criterion of 80, showing that the national average of teacher competency test results was in the range of 55,70 with an average professional competence of 55,46 and an average pedagogic of 50,43. Some of the educational problems that are felt today are the low quality of the learning process and its outcomes as an implication of low teacher competence, the commitment of the community and the

government in developing education is not yet sufficient, regional autonomy has not focused on educational development, and there are still numerous portraits of challenges academic problems that must be resolved.

In order to answer the above challenges, the Ministry of Education and Culture issued a "Merdeka curriculum" policy, which was developed based on a more flexible curriculum framework, focusing on essential material and developing the character and competence of students by carrying out the concept of teaching at the right level or carrying out learning tailored to the level of achievement or initial ability.

The Merdeka curriculum is fully implemented starting from the 2021/2022 academic year in the school movers/Sekolah Penggerak (Decree of the Director General of Early Childhood, Primary, and Secondary Education number 6555/C/HK.00/2021 on the determination of education units implementing the driving school program batch 1). The "Sekolah pengerak" program is one of the "Merdeka Belajar" policies issued by the Ministry of Education and Culture in the 7th episode. The school mover is a catalyst for realizing the vision of Indonesian education, which focuses on developing holistic student learning outcomes by realizing the Profil Pelajar Pancasila, including competencies and characters starting with superior human resources (principals and teachers).

The School Mover/Sekolah Penggerak program is a program to improve the quality of student learning that consists of five types of interventions to accelerate schools to move 1 to 2 steps forward within three school years. The five types of interventions are (1) consultative and asymmetrical assistance to local governments, (2) training and mentoring of principals and teachers, (3) learning with a new paradigm, (4) data-based planning, and (5) school digitalization. Meanwhile, the five learning principles in implementing the Merdeka curriculum are: (1) considering students' current learning achievement needs; (2) building students' learning capacity to become lifelong learners; (3) supporting students' cognitive and character development; (4) adjusting the context of students' lives; and (5) leading to a sustainable future.

Implementing the Merdeka curriculum in "sekolah penggerak", of course, is not as easy as turning the palm as in practice; it requires superior human resources. In this case, teachers and principals are the spearhead of the implementation of the Merdeka curriculum. On the other hand, as described above, teacher competence is still low. This is revealed from the results of previous research by (Asrifan, A:2023; Amirudin:2022; Ikhtiara.T:2022; Muzab.S, et.al:2023:1538; Firdaus.M:2022; Sartini & Mulyono. R:2022; Syaripudin, et. al:2022), which shows that the implementation of the Merdeka curriculum has not been fully implemented effectively and efficiently because it takes time to achieve. One of the obstacles is that the teacher's competence is still limited in developing the curriculum in learning.

Therefore, teachers play a crucial role in the implementation of the Merdeka curriculum; teachers who are professional in carrying out their duties are required to lead students to achieve the highest safety and happiness both as humans and as members of society through meaningful learning. However, in reality, people cannot close their eyes to the fact that there are still many teachers who are less creative, less disciplined in carrying out their duties, have a low ability to utilize technology in learning, many teachers maintain a "comfort zone", and do not want to keep up with changing times. Thus, the learning process is not in accordance with what is expected, as is the purpose of education itself, and the victims are students because their educational institutions are of poor quality.

Qualified teachers who are able to implement the Merdeka curriculum are teachers who have a competency model in accordance with Perdirjen GTK Number 2626/B/HK.04.01/2023, which states, among others: a) the ability to manage learner-centered learning to achieve learning objectives; b) the ability to have a stable personality, noble character, wisdom, and authority and become a role model for students. These personality skills are carried out through reflection in carrying out responsibilities as a teacher according to the professional code of ethics and are oriented towards students; c) the ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community; and d) the ability to master the subject matter broadly and deeply. The ability to master the material to set learning objectives and organize learner-centered learning knowledge content.

Besides the teachers' role, there is a role that is no less important to realize the quality of education, and that is the role of the principal. This is important because the principal, as the top leader, is responsible for all activities in the school in order to improve school quality. The principal's competence is very important in realizing school goals ranging from personality, managerial, entrepreneurial, supervisory, and social competence (Permendiknas Number 13 of 2007).

The competencies are fully utilized to carry out the principal's workload, which includes managerial tasks, entrepreneurial development, and supervision of teachers and education personnel (Permendikbud Number 15 of 2018). The integration of competencies that must be possessed with educational leadership produces a model of school leadership competencies that must be owned by a principal, including the principal must be able to develop himself and others, organize and develop schools, as well as become learning leaders (Perdirjen GKT Number 6565/B/GT/2020 of 2020).

The principal's academic supervision is one of the functions of a learning leader in response to the poor educational processes and outputs that result from weak teacher competence, especially with the presence of the new paradigm curriculum, and there are still many teachers who feel confused about implementing it. Therefore, academic supervision is one of the doors to improve teacher competence in implementing the Merdeka curriculum because the principal's academic supervision should be the assistance provided to teachers in solving all learning problems. The basic theory of supervision is to help in the development of a better teaching and learning situation (Wiles: 1956). The supervision model adheres to the theory of Farmer and Farmer (1989), which develops supervision with a counseling system that is open, comprehensive in nature, related to the competencies needed by teachers, and developing all the potential that exists in the teacher so that the teachers feel acknowledged and appreciated for their ability. This will foster motivation to develop their competence in carrying out a meaningful learning process. Meanwhile, academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the realization of learning objectives (Glickman, 1981: 83). The principal's academic supervision is actually in line with the principal's duties as a learning leader who has an obligation to leading: (1) efforts to develop a learner-centered learning environment; (2) the planning and implementation of student-centered learning processes; and (3) reflection and improvement of the quality of student-centered learning processes.

The academic supervision management carried out by school principals is, of course, expected to lead to increased teacher competence in implementing the Merdeka curriculum. The ability of teachers to create learner-centered learning is expected to be realized through a series of academic supervision activities. The competencies that will be built are (a) pedagogical

competence, namely the ability to manage learner-centered learning to achieve learning objectives; (b) personality competence, namely the ability to have a stable personality, noble character, wisdom, and authority and become a role model for students; (c) professional competence, namely the ability to master subject matter broadly and deeply which will be used to set learning objectives and organize learner-centered learning knowledge content; and (d) social competence, namely the ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community..

#### RESEARCH METHOD

The approach used in this research is qualitative. This was taken with the aim of revealing existing data in the field by interpreting something as it is or naturalistic and describing data connecting cause and effect to something that happened at the time of the research in order to obtain a picture of the reality of the matter under study.

Meanwhile, the research method used the case study method that was carried out in-depth and detailed on various phenomena or conditions in a systematic way from multiple sources of information that can be trusted for the truth of their testimony. Meanwhile, the purpose of using the case study method is to reveal planning, organization, implementation, supervision, supporting factors, inhibiting factors, problems faced, and problem solutions related to academic supervision to improve teacher competence in implementing the Merdeka curriculum at SMPN 2 Garut and SMPN 1 Cibalong Garut Regency.

### RESULT AND DISCUSSION

The data analysis results obtained from the preparation implementation to the research reporting stage through observation, interviews, and documentation studies at SMPN 2 Garut and SMPN 1 Cibalong describe how the principal's academic supervision management was carried out, starting from planning, organizing, implementing, supervising, supporting and inhibiting factors, problems faced, to problem solutions carried out by school principals to improve teacher competence in implementing the Merdeka curriculum.

## Principal's academic supervision planning to improve teacher competence in implementing the Merdeka curriculum

Academic supervision planning to improve teacher competence in implementing the Merdeka curriculum is created and manifested in the form of an academic supervision program. The steps taken in planning academic supervision are used as guidelines for implementing academic supervision.

First, Analyzing teacher needs. The first activity carried out in planning academic supervision was to analyze the needs of teachers, even though the analysis of teacher needs had not been carried out optimally as it only used data from last year's supervision results. Second, the objectives to be achieved are determined. There are three main goals of academic supervision to be completed by both schools, including helping teachers improve their professional skills, ensuring that the learning process in schools runs according to the stipulated rules and objectives, and encouraging teachers to carry out their teaching duties better. Third, the principles of academic supervision to be developed must be determined. Both schools have developed academic supervision programs by including all the principles in the academic supervision guide. These schools realize that the principles of academic supervision are very important because they will greatly affect the quality of academic supervision itself. Suppose the implementation of academic

supervision is carried out with practical principles. In that case, it will be easy to work with according to school conditions, as well as other principles, such as systematic, objective, anticipatory, constructive, cooperative, familial, democratic, active, humanist, and sustainable principles, will become guidelines for supervisors in treating teachers who will be supervised so that academic supervision activities become effective and efficient. Fourth, the determination of the approach to be used in academic supervision by the two principals contained in the academic supervision program of the two schools is a directive approach, an indirect approach (non-directive), and a collaborative approach. Fifth, academic supervision techniques are strategies used by supervisors to achieve the objectives of supervision itself in order to improve learning that is adjusted to the situation and conditions of the local environment.

Meanwhile, in their planning, both schools use individual techniques and group techniques. Sixth, the instrument of academic supervision must be determined. Seventh, specifying the schedule of academic supervision. Last, planning feedback, planning the assistance of feedback results and finally, compiling a report on the results of academic supervision.

# Organizing principals' academic supervision to improve teachers' competence in implementing the Merdeka curriculum

There are two organizing steps taken by the principals of SMPN 2 Garut and SMPN 1 Cibalong, namely the preparation of the organizational structure and the division of workload, determination of lines of coordination, and authority. The organizing process determines the tasks that must be done, who must do them, how the tasks are grouped, who reports to whom, and where decisions must be made. Organizing in SMPN 2 Garut and SMPN 1 Cibalong started with the formation of an academic supervision team strengthened by the principal's decree on the academic supervision team in each school. Then, each component was given duties and authority in accordance with its authority so that all have a role in achieving the objectives of academic supervision. The organization carried out by the two principals was in line with what Terry (Sukarna, 2011: 38) stated that the important aspects of the organization are (a) the existence of goals to be achieved, (b) the determination and grouping of work; (c) the existence of authority and responsibility; (d) the existence of relationships with each other; and (e) the determination of people who will perform work or tasks.

# Implementation of principals' academic supervision to improve teachers' competence in implementing the Merdeka curriculum

The implementation of academic supervision begins with the preparation of an academic supervision team, which is strengthened by a school principal's decree. Furthermore, this team started the activity by collecting data on the needs of teachers who will be supervised. In fact, the data on teacher needs was taken from the results of the previous year's supervision. However, the analysis of teacher needs in implementing the Merdeka curriculum should be done through an inquiry process.

The inquiry process in determining teacher needs begins with the teachers reflecting on the weaknesses and strengths of each teacher. The weaknesses of each teacher were identified and planned for coaching treatment with appropriate supervision techniques and approaches. Meanwhile, the strengths that exist in the teacher were inventoried to be used as a place of learning for other teachers who need it. After obtaining data on the needs of teachers, the next step of inquiry was to plan academic supervision by using supervision approaches and techniques in accordance with the needs of teachers so that with careful planning using data-based planning, the implementation could be the right on-target. The next step of inquiry after planning the right

coaching was to implement the plan that had been arranged and ended with evaluating the activity. The inquiry process is a cycle that is carried out continuously, so it is a series of management steps that aim to increase teacher capacity and improve the quality of student learning outcomes. This is in line with the opinion of Sergiovanni (1987:43) and Daresh (1989:154), who state that the level of ability, needs, interests, and professional maturity, as well as other personal characteristics of teachers, should be taken into consideration in developing and implementing academic supervision programs.

The purpose of academic supervision management in SMPN 2 Garut and SMPN 1 Cibalong is to help teachers improve their competence so that they can implement the Merdeka curriculum. This is in line with Glickman's opinion (1981: 65), which states that the purpose of academic supervision is to help teachers develop their ability to achieve the learning goals set for their students.

The implementation of supervision at SMPN 2 Garut and SMPN 1 Cibalong has attempted to carry out academic supervision to improve teacher competence in implementing the Merdeka curriculum using the principles of humanism, objectivity, openness, family, and sustainability. In order to realize the above tenets, principals and teachers must develop mindfulness-based social and emotional learning that is connected, coordinated, active, focused, and explicit to learn the well-being of the school ecosystem.

Academic supervision in SMPN 2 Garut and SMPN 1 Cibalong utilize a direct approach by means of supervisors visiting the classroom, where the teacher to be supervised teaches. Thus, the supervisor directly observes and assesses how the teacher is teaching. Utilizing an indirect approach through coaching meetings, IHT, workshops, and workshop activities, teacher competence can be improved so that it will have an impact on the quality of learning. This is in line with the opinion of Glickmen ((1981: 95) in Kemendikbud (2019: 13-14). Besides the direct and indirect approaches, principals also take a collaborative approach by forming learning communities in each subject. They learn from each other through peer tutors. As stated by Abanil (2014: 48), the collaborative approach emphasizes the principle that fellow teachers are responsible for their professional development, learn cooperatively and collegially, and work together.

SMPN 2 Garut and SMPN 1 Cibalong carried out academic supervision with individual techniques through classroom observation by taking the steps of the supervision sequence; starting from the initial meeting, namely the teacher prepares a lesson plan or teaching module, the supervisor studies and understands the learning objectives to be achieved and understands the flow of learning objectives made, determines the time and place of supervision and the aspects to be observed and how to observe them. The second step was the learning observation stage, namely observing the implementation of teacher learning activities, starting from opening lessons, presenting material, and conducting assessments to closing lessons. The third step was the feedback meeting, which consisted of reflection and feedback activities and follow-up on the results of feedback in the form of assistance.

The steps taken by SMPN 2 Garut and SMPN 1 Cibalong by conducting class observations are the right steps because the new paradigm of learning in the Merdeka curriculum is unique to teachers. The results of observations show that there are still many teachers who feel confused by learning in the new paradigm learning. Class observations will reveal all the shortcomings and strengths of each teacher so that the principal has accurate data related to teacher needs as material in data-based planning.

SMPN 2 Garut and SMPN 1 Cibalong also carry out academic supervision using individual techniques. Through personal meetings, the supervisor conducts one meeting, conversation, dialogue, and exchange of ideas with the teacher regarding the problems faced by the teacher in implementing the Merdeka curriculum. Besides the individual techniques, SMPN 2 Garut and SMPN 1 Cibalong also carry out academic supervision through group techniques through workshops, IHT, discussions in the learning community at school, coaching meetings, workshops, coaching, and PMO (operational management working group). Academic supervision with group techniques has enriched the techniques used by supervisors so that it will accelerate the improvement of teacher competence in implementing the Merdeka curriculum.

As a feedback step, the principals of SMPN 2 Garut and SMPN 1 Cibalong conducted reflection or feedback with teachers. There are several things concerning the feedback. Among them: (1) agree on the time of giving feedback as soon as possible after the academic supervision activity; involve educators in determining the time of giving feedback so that they feel that their time and opinions are valued in decision making; (2) what can make the feedback process more comfortable is to find a quiet and comfortable place for personal discussion: (3) convey the purpose of giving feedback clearly at the beginning of the meeting; (4) offer to the teacher if they want a follow-up session. After the principal checks the lesson plan, observes the lesson and gives feedback to the teacher, the next step is to follow up on the supervision results in the form of mentoring.

SMPN 2 Garut and SMPN 1 Cibalong also conduct academic supervision reporting with the aim of clearly communicating to the wider non-professional community the strengths and weaknesses of the school, including its overall quality, standards of student achievement, and what must be done to improve the things needed. In addition, the academic supervision report aims to be a written medium of information for relevant parties who want to know the condition of a school in the context of supervision implementation.

### Supervision principals' academics to improve teachers' competence in implementing the Merdeka curriculum

Supervision carried out by school principals related to academic supervision management to improve teacher competence in implementing the Merdeka curriculum was carried out, starting from planning, organizing, and implementing academic supervision to the impact of implementing academic supervision. This is in line with Terry's opinion (in Sukarna, 2011: 110), which states that supervision can be formulated as a process of determining what must be achieved, namely standards, what is being done, such as implementation, assessing implementation, and where necessary making improvements, so that implementation is in accordance with the plan and standards (measurement).

Supervision carried out by the principals of SMPN 2 Garut and SMPN 1 Cibalong has the following objectives: (1) prevent various deviations or errors in implementing academic supervision procedures; (2) correct various deviations and errors that occur; (3) strengthen the sense of responsibility of the principal and all teachers in carrying out their respective duties; and (4) make the school dynamic and all other management activities.

# Supporting and inhibiting factors for principals' academic supervision to improve teacher competence in implementing the Merdeka curriculum

Supporting factors for academic supervision management to improve teacher competence in implementing the Merdeka curriculum at SMPN 2 Garut and SMPN 1 Cibalong are classified into three elements, namely: (1) Human resources, which consist of principals, teachers, school

supervisors, parents, and students; (2) Facilities and infrastructure that support the academic supervision process and the learning process; and (3) policies that support the academic supervision process.

The school principal is a supporting factor for the academic supervision process because they have received training and assistance in implementing the Merdeka curriculum and academic supervision training so that it becomes a strength to carry out academic supervision. The supervisor is a supporting factor for the success of academic supervision management because, as a companion to the principal in preparing the school development program, the supervisor, together with the principal, has received training in implementing the Merdeka curriculum, which is incorporated into the learning committee at school. Teachers are a supporting factor in the success of the supervision process because there are a number of teachers who are members of the learning committee, and there are also teachers who are driving teachers. In addition, the teachers who are supervised are also qualified in terms of qualifications; all of them have bachelor qualifications, and many have even mastered them. Parents are very supportive of the programs developed by the school, so it becomes a factor that supports the success of academic supervision activities; no less important is the high motivation of students to be a very influential factor in the success of academic supervision.

It cannot be denied that although there are many supporting factors in practice, the supervision management carried out by SMPN 2 Garut and SMPN 1 Cibalong leaves several obstacles, including: (1) the preparation of teacher needs data as the basis for conducting academic supervision has not been optimized; (2) the principal's busy schedule sometimes interferes with the supervision schedule; (3) very limited principal's competence when supervising teachers whose educational background is not linear with the principal's educational background; (4) there are still teachers who have a mindset of maintaining a comfort zone and do not want to change so they are reluctant to be supervised; (5) teachers are still confused about understanding the Merdeka curriculum, especially in developing the flow of learning objectives and developing differentiated teaching modules; (6) some teachers are still nervous and unfocused when being supervised or during feedback; (7) inadequate projector infrastructure to support learning.

# The problem of academic supervision of school principals to improve teacher competence in implementing the Merdeka curriculum

From the data analysis of the inhibiting factors in academic supervision management at SMPN 2 Garut and SMPN 1 Cibalong, it can be concluded that the problems they face are (1) academic supervision planning problems. In the preparation of academic supervision planning, there were problems found related to determining data on teacher needs that were not yet optimal because the data on teacher needs only relied on the results of last year's academic supervision; (2) problems in the implementation of academic supervision, including the limited time of the principal due to the busyness related to the responsibilities and workload, which interfered with the implementation of academic supervision activities.

In addition, several problems related to the low competence of school principals were found when they had to supervise teachers whose educational backgrounds were different from the principals'. In the implementation of academic supervision, besides the principal, teachers were reluctant to be supervised; they did not fully understand the Merdeka curriculum, and there were still teachers who felt nervous and awkward when supervising. Another problem faced in the implementation of academic supervision is the problem of inadequate projector infrastructure.

# Solution to the principal's academic supervision problem to improve teacher competence in implementing the Merdeka curriculum

The solution to the problem of determining teacher needs data is by using the data from the previous year's supervision. It showed that the preparation of data on the results of teachers' requirements as a basis for determining academic supervision strategies was not optimal. The solution to the problem of the principal's busyness and low competence due to supervising non-linear teachers was through the formation of an academic supervision team, where the principal's task was assisted by supervisors who came from teachers from various subjects. In order to facilitate the principal's control, the academic supervision schedule was also based on the sequence of subjects, for example, the first week of supervision for Islamic Education (PAI) teachers, so the principal, together with the supervisor team from PAI teachers, prepared it carefully.

The solution to the problem related to the mindset of teachers who have not changed so that they are reluctant to be supervised is to make efforts to provide individual assistance so that they can realize the importance of being a teacher who must protect students. The solution to the problem related to the fact that teachers did not understand and have the skills to implement the Merdeka curriculum, the principal did it through independent learning at PMM, after which it was discussed in the learning community in the form of MGMP and implemented in real classes. The solution to the infrastructure problem was through the procurement of facilities that support the success of the learning process.

### **CONCLUSION**

In general, the qualitative analysis of the research findings based on the data obtained in the field can be concluded that the principal's academic supervision management to improve teacher competence in implementing the Merdeka curriculum at SMPN 2 Garut and SMPN 1 Cibalong Garut Regency begins with planning by developing the concept of Data-Based Planning (PBD), which used three steps namely identification, recollection, and revise which are steps of meaningful change.

Furthermore, the principal organizes by optimizing the resources of the principal, learning committee, driving teacher, and practice teacher as an academic supervision team that has clear authority and responsibility, along with strengthening the correlation between one another by developing social-emotional learning so that academic supervision activities become effective and efficient.

Then, academic supervision was carried out on teachers using principles that are open, humanist, objective, and sustainable. In addition, the implementation also used the approaches and techniques tailored to the needs of the teacher, reflection, and feedback activities to plan further assistance.

Supervision carried out by the principal was through prioritizing coordination, starting from planning, organizing, implementing, and controlling activities. If there is something that needs to be corrected, it is immediately updated.

All supporting factors have been utilized as capital for academic supervision activities. On the other hand, all obstacles are commented on and used as problems that must be solved. All issues that arise in the implementation of academic supervision are always solved so as not to disrupt the running of academic supervision management. Academic supervision management has been carried out and is able to improve teacher competencies, both pedagogical, personality, professional, and social so that teachers are able to implement the Merdeka curriculum.

#### REFERENCES

- Daresh, C. John, & Playko Marsha A. (2001). "Supervision as Proactive Leadership". Prospect". Heights, Illinois: Waveland Press.
- Glickman, C. D. (1981). Development Supervision. Alternative Practice for. Helping Teachers Improve Intruction. Virginia, Alexandria: ASCD
- Ragan, William B. (1966). *Modern Elementari Curriculum*. New York, Chicago, San Fransisco, Toronto, London: Holt Rinehart & Winston.
- Sanusi, A. (2015). Sistem Nilai: Alternatif Wajah-Wajah Pendidikan. Bandung: Nuansa Cendikia
- Sergiovanni, T.S. (2012). Supervision A Redefinition, Seventh Edition, New York: McGrew Hill.
- Spencer, M. Lyle & Spencer, M. Signe. (1993). *Competence at Work*. Canada: John Wiley & Sons, Inc.
- Terry, G.R. (2011). Principles of Management. (Terj. Sukarna). Jakarta: Bumi Aksara
- Tomlinson, C. A. (2001). *How to differentiated Instruction in Mixed-Ability Classrooms*. Alexandria: Association for Supervision and Curriculum Development.
- Wiles, K. (1956). Supervision for Better Schools. New Jersey: Prentice Hall.
- Munzab, S. dkk. (2023). Analisis Implementasi Kurikulum Merdeka. *Jurnal Pendidikan dan Konseling Universitas Pahlawan Tuanku Tambusai*. 5(1), 1538-1545. Tersedia di: https://doi.org/10.31004/jpdk.v5i1.11166
- Ikhtiara, T. (2022). Analisis Implementasi Kurikulum Merdeka Pada Pembelajaran Biologi di Sekolah Urban. *Jurnal Penelitian, Pendidikan dan Pengajaran*. 3(3), 216-224. Tersedia di: <a href="http://dx.doi.org/10.30596%2Fjppp.v3i3.12940">http://dx.doi.org/10.30596%2Fjppp.v3i3.12940</a>
- Amiruddin. (2022). Analisis Implementasi Kurikulum Merdeka Belajar Dalam Mengembangkan Karakter Pancasila di SMPN 5 Satu Atap Kerajaan Pardomuan. *Jurnal Penelitian, Pendidikan dan Pengajaran.* 3(3), 266-276. Tersedia di : <a href="http://dx.doi.org/10.30596%2Fjppp.v3i3.13216">http://dx.doi.org/10.30596%2Fjppp.v3i3.13216</a>
- Sartini (2022). ANALISIS IMPLEMENTASI KURIKULUM MERDEKA BELAJAR UNTUK

- MEMPERSIAPKAN PEMBELAJARAN ABAD 21. Didaktik : Jurnal Ilmiah PGSD FKIP Universitas Mandiri. 8(2), 1348-1363). TERSEDIA DI: <a href="https://doi.org/10.36989/didaktik.v8i2.392">https://doi.org/10.36989/didaktik.v8i2.392</a>
- Asrifan, A. (2023). The Implementation of Kurikulum Merdeka as The Newest Curriculum Applied at Sekolah Penggerak in Indonesia. INTERNATIONAL JOURNAL OF EDUCATION AND HUMANITIES. 2(1), 64-74. Tersedia di: https://doi.org/10.56314/ijoleh.v2i1
- Peraturan Presiden Republik Indonesia nomor 87 tahun 2017 dan Permendikbud nomor 20 tahun 2018 tentang penguatan pendidikan karakter pada satuan pendidikan formal.
- Kemendiknas. (2007). Peraturan Menteri Pendidikan Nasional republik Indonesia Nomor 13 Tahun 2007 tentang Standar Kompetensi Kepala Sekolah.
- Kemendiknas. (2007). Peraturan Menteri Pendidikan Nasional republik Indonesia Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru..
- Kemendiknas. (2008). Direktorat Tenaga Kependidikan, Dirjen Peningkatan Mutu Pendidikan dan Tenaga Kependidikan Depdiknas. 2008. Metode dan Teknik Supervisi.
- Kemendikbud. (2016). Peraturan Menteri Pendidikan Pendidikan dan Kebudayaan Republik Indonesia. No 75 Tahun 2016 tentang Komite Sekolah.
- Kemendikbud. (2018). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 6 Tahun 2018 tentang Penugasan Guru sebagai Kepala Sekolah.
- Kemendikbud. (2018). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 15 Tahun 2018 tentang Pemenuhan Beban Kerja Guru, Kepala Sekolah, dan Pengawas Sekolah.
- Kemendikbud. (2019). Peraturan Menteri Pendidikan dan Kebudayaan Nomor 6 Tahun 2019 tentang Pedoman Organisasi Dan Tata Kerja Satuan Pendidikan Dasar Dan Menengah
- Kemendikbud. (2019). Bahan Ajar Pengantar Supervisi Akademik.
- Kemendikbud. (2019). Neraca Pendidikan Daerah: Data UKG. [online]. Tersedia di: https://pd.kemdikbud.go.id/appid ukg
- Kemendikbud. (2019). Hasil PISA Indonesia 2018: *Akses Makin Meluas, Saatnya Tingkatkan Kualitas* (online). Tersedia di: <a href="https://www.kemdikbud.go.id/main/blog/2019/12/hasil-pisa-indonesia-2018-akses-makin-meluas-saatnya-tingkatkan-kualitas">https://www.kemdikbud.go.id/main/blog/2019/12/hasil-pisa-indonesia-2018-akses-makin-meluas-saatnya-tingkatkan-kualitas</a>

- Kemendikbud. (2020). Peraturan Direktur Jendral Pendidik dan Tenaga Kependidikan nomor 6565/B/GT/2020 tentang Model Kompetensi dalam Pengembangan Profesi Guru.
- Kemendikbud Ristek. (2021). Peraturan Menteri Pensdidikan, Kebudayaan, Riset, dan teknoligi Republik Indoneisa Nomor 40 tahun 2021 tentang Penugasan Guru Sebagai Kepala Sekolah.
- Kemendikbud Ristek. (2021). Keputusan Direktur Jenderal Pendidikan Anak Usia Dini, Pendidikan dasar, dan Pendidikan Menengah Nomor 6555/C/HK.00/2021 tentang Penetapan Satuan Pendidikan Pelaksana Program Sekolah Penggerak.
- Kemendikbud (2021) .Naskah akademik Program Sekolah Penggerak.
- Kemendikbud Ristek. (2022). Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 56/M/ 2022 tentang Pedomana Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran.
- Kemendikbud Ristek. (2022). Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 22 tahun 2022 tentang Standar Mutu Buku, Standar Proses, dan Kaidah Pemerolehan Naskah, serta Standar Proses dan Kaidah Penerbitaan Buku.